

**THE EFFECT OF USING FOLKTALE MOVIE ON
STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE
SECOND
YEAR OF STATE ISLAMIC SENIOR HIGH SCHOOL
TEMBILAHAN INDRAGIRI HILIR
REGENCY**



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PEKANBARU
1434 H/2013 M**

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(S.Pd.)



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ABSTRACT

Miftah Faridl (2012) : “The Effect of Using Folktale Movie on Students’ Ability in Writing Narrative Text at the Second Year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency”

Based on School Based Curriculum (KTSP), writing, as one of the language skills, should be taught and learned in Senior High School. State Islamic Senior High School (MAN) Tembilahan is one of the Schools in Tembilahan using it as the guidance in teaching and learning process. After doing preliminary observation at MAN Tembilahan, most of the students at the second year had low ability in writing. Their writing ability was still very far from the expectation of the basic competence of School Based Curriculum. Thus, the writer was interested in conducting the research entitled “The Effect of Using Folktale Movie on Students’ Ability in Writing Narrative Text at the Second Year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency”.

This research had 3 formulations of the problems that how students’ ability in writing narrative text at the second year of man tembilahan by using folktale movie is; how students’ ability in writing narrative text at the second year of MAN tembilahan without using folktale movie is; and whether or not there Is there any significant difference students’ ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie. The type of the research was quasi-experimental research. The subject of this research was the second year students of MAN Tembilahan. In this research, the writer took two classes by using clustering sample randomly based on groups; experimental and control class. There were 68 students as the sample of this research from 366 students of population. In collecting the data, the writer used test and observation list. The test used was written test. In analyzing the data, the writer used t-Test formula.

Finally, the writer found that the significant different was $T_0 3.54 < T_t 2.66 (1\%)$. Based on the significant result above, H_a is accepted and H_o is rejected. Besides, after using folktale movie as media to teach students’ ability in writing narrative text has increasing from **good** to **very good**. while in control, after using conventional strategy (three-phased technique) to teach students’ ability in writing narrative text does not increase or still in **good** category. In conclusion, there is significant difference students’ ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without folktale movie at the second year students of state Islamic senior high school Tembilahan.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the activities done by the learners of language (English) and one of the skills in language. Writing is not an easy language skill; it is even the most difficult skill of all language skills. When we write something, we have to gather our abilities, knowledge, and experiences to connect between the words and our thought for expressing ourselves into written media. Based on the idea above, Jane B. Hughey, et al stated “writing is difficult, often the most difficult of all language skills in both first and second language development”.¹ This idea is supported by W. Ross Winterowd in Jane B. Hughey, et al that say “the composing or writing process involves several levels of activities of all working at once, either in conjunction with or against one another”.² Also, Donald Murray in Jane B. Hughey, et al say “writing is exploration-discovery of meaning, discovery of form- and the writer works back and forth, concentrating on one of the basic skills at a time, so that he can discover what he has to say and how to say it more efficiently”.³

The writing processes include the deciding the topic, developing the topic by using some strategies or methods, doing prewriting for the first and

¹ Jane B. Hughey, et al, *Teaching ESL Composition Principles and Techniques*, (Massachusetts: Newbury House Publisher, 1983), p. 38

² Ibid, p. 6

³ Ibid, p. 10

second draft, revising the draft, and writing the final draft. The similar idea is also stated by Peter Elbow in H. Brown Douglas that “writing is two-step process. First, you figure out your meaning, then you put into language:....figure out what you want to say; don’t start writing till you do; use a plane; use an outline; begin writing only afterward”.⁴ Also, according to Comprone in Jane B. Hughey, “writing is a transcription of the process of composing ideas: it is not the product of thought but it is actualization and dramatization”.⁵

There are some types or genres of text in writing. One of the genres of the text is narrative text.⁶ Narrative presents a story by showing sequence of events. It needs specific detail information to be convincing because narrative text tells about the process of story, moving from beginning to end, from first event to the last. In general, it has a characteristic to entertain the readers because it is a fiction or an imaginative story. In addition, it usually tells about one’s experiences or a short story, which state a conflict and resolution of problem. Narrative presents in storybook, autobiography, fable, fairy tales, etc.

Since writing become complex ability, it is important for teachers to use appropriate media in teaching writing. Movie is one of the media that helps students to learn writing because movie can make students develop ideas for writing, and also help students to reach their vocabularies. Moreover, teachers can work with all the skills by listening

⁴ H. Brown Douglas, *Teaching by Principles*, (Longman). p.336

⁵ Jane B. Hughey, et al, *Teaching ESL Composition Principles and Techniques*, (Massachusetts: Newbury House Publisher, 1983), p. 38

⁶ Rudi Hartono, “Genre-based Writing”, *How to Teach Text types*, 38, (2008), p.1

to the dialogs, reading the subtitles in English, and providing practice in speaking and writing activities.

Shawnda Moss assumed that, if film is used effectively, it will make the students have stronger literary criticism, varied interpretation, increase in reading and writing skills, enthusiasm for further reading and study, and increase communication.⁷ Another theory, approach to teaching students composition classes (Masiello, 1985) organizes brainstorming sessions around themes from popular movies--for example, talking about family relationships as portrayed in "Breaking Away," "The Deer Hunter," "The Godfather," "Saturday Night Fever," and "Terms of Endearment." He found that the film viewing helped students learned to observe carefully and often results in sharper writing skills.⁸ According to Kress and van Leeuwen (2006), writing is itself a form of visual communication'; therefore, we suggested that film is a legitimate (and currently underused) supplementary pedagogical tool for the teaching of writing skills.⁹

Based on the theory above, the writer is interested in using movie especially folktale movie as medium to teach students in writing narrative at the second year of state islamic senior high school Tembilahan Indragiri Hilir regency because there are many advantages that could help students improve their writing skill, for instance, helping students generate their ideas for

⁷Shawnda Moss, 1987. *Effectively Using Film in the Classroom*.

⁸NolaKortner, *Using Film, Video, and TV in the Classroom*.

⁹Alex Baratta and Steven Jones, *Using film to Introduce and Develop Academic Writing Skills among UK Undergraduate Students*, (Journal of Educational Enquiry, Vol. 8, No. 2, 2008, 15-37), p.33

writing, identifying the certain genre of a text, and also making students experience fun learning in their writing class.

State Islamic senior high school (MAN) Tembilahanis one of the senior high schools in IndraGiriHilir. As a formal school, this school also implies the English lesson to all the students, mainly in writing skill. According to School Based Curriculum (Kurikulum Tingkat SatuanPendidikan-KTSP) 2011, the purpose of learning English in MAN Tembilahan, Especially writing, is “expressing the ideas in monolog or written text in the form of report, narrative, and analytical exposition accurately, fluently and acceptably in daily life context and accessing the knowledge”.¹⁰

Based on the explanation above, it is clear that writing skill needs many aspects which should be mastered by the students. Based on the writer’s preliminary study at the second year students of MAN Tembilahan, it is clearly that most of the students still had difficulties and problems in learning English, especially in writing skill. Their writing ability was still so far from the expectation of the curriculum. This could be indicated as the following symptoms:

1. Some of the students were still difficult to convey their ideas into the text.
2. Some of the students were still difficult to develop the topic into sentence.

¹⁰Nur’aviyah, S. Pd , *SilabusBahasaInggris KTSP MAN Tembilahan*,2010/2011

3. Some of the students were unable to develop the topic sentence into supporting sentences for each paragraph.
4. Some of the students were still difficult to develop idea in supporting paragraph/s.
5. Some of the students were unable to make the correct narrative text.
6. Some of the students were difficult to make their writing coherent.

Based on the problems exposed by the writer above, it was obvious that most of the students at the school still have problems or difficulties which should be solved as soon as possible. Either the difficulties are on the students or caused by others factor (writing difficulties itself). Therefore, the writer is interested in internalizing those problems into a research entitled: **“THE EFFECT OF USING FOLKTALE MOVIE ON STUDENTS’ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND YEAR OF STATE ISLAMIC SENIOR HIGH SCHOOL TEMBILAHAN INDRAGIRI HILIR REGENCY”**.

B. Definition of the Terms

1. Effect

Effect is a term referring to a number of emotional factors that may influence language learning and use.¹¹

2. Folktale Movie

Folktale is a general term for different varieties of traditional narrative. The telling of stories appears to be a cultural universal,

¹¹Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, (New York: Pearson Education, 1985), p.24

common to basic and complex societies alike. Even the forms of folktales are certainly similar from culture to culture, and comparative studies of themes and narrative ways that have been successful in showing these relationships. Also it is considered to be an oral tale to be told for everybody.¹²

A movie or motion picture is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of filmmaking has developed into an art form and industry.¹³ Based on the definition, the writer concludes, folktale movie is a series of moving image that tells about folk story.

In this research, the folktale movie means a medium used by writer to know the difference on students' ability in writing narrative text.

3. Ability

Ability is skill or power.¹⁴ It points out on the students' ability in this research that refers to special nature of power of students in writing narrative text.

¹²Wikipedia, "Folklore", (13July 2012)

¹³Wikipedia, "Movie", (13July 2012)

¹⁴ Ibid

4. Writing

Writing is the activity or skill of writing.¹⁵ Writing in this research means the students' ability in expressing their ideas in written form.

5. Narrative Text

Based on Alice Savage and Patricia Mayer, A narrative is a story. It has an introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome¹⁶. In this research, the writer would focus about students' ability in writing narrative text.

C. The Problem

1. Identification of the Problem

Based on the symptoms stated above, the writer identifies the problems as follows:

- a) Why do some of the students still get difficulties to convey their ideas into the text?
- b) Why do some of the students still get difficulties to develop the topic into sentence?
- c) Why are some of the students unable to develop the topic sentence into supporting sentences for each paragraph?

¹⁵ Tony Smith, *Concise Oxford English Dictionary*, (Oxford: Oxford University Press, 2004)

¹⁶ Alice Savage and Patricia Mayer, *Effective Academic Writing 2: The Sort Essay*, (New York: Oxford University press, 2005), p. 58

- d) Why do some of the students still get difficulties to develop idea in supporting paragraph/s?
- e) Why are some of the students unable to make the correct narrative text?
- f) Why do some of the students get difficulties to make their writing coherent?
- g) Could folktale movie influence students' ability in writing narrative?

2. Limitation of the problem

Based on the identifications of the problem above, it is very important for the writer to limit the problem. The writer would like to focus on the effect of using folktale movie on students' ability in writing narrative text at the second year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency.

3. Formulation of the Problem

According to the limitation of the problem above, this research problem would be formulated as the following questions:

- a) How is students' ability in writing narrative text at the second year of MAN Tembilahan by using folktale movie?
- b) How is students' ability in writing narrative text at the second year of MAN Tembilahan without using folktale movie?
- c) Is there any significant difference students' ability in writing narrative text between the students who were taught by using

folktale movie and those who were taught without folktale movie?

D. Objective and Significance of the Research

1. Objective of the Research

Based on the research questions above, the objective of this research could be stated as follows:

- a) To get information about how the students' ability in writing narrative text at the second year of MAN Tembilahan by using folktale movie is.
- b) To get information about how the students' ability in writing narrative text at the second year of MAN Tembilahan without using folktale movie is.
- c) To get information about the significant difference of students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie.

2. Significance of the Research

- a) To enlarge the writer's knowledge about the research, especially in the topic of students' ability of writing narrative text.
- b) To give positive contribution to the students in improving their ability in writing narrative text.

- c) To give positive contribution to the teacher of English to develop the students' ability of writing narrative text.
- d) To give contribution in development of teaching and learning English theoretically of practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.
- e) To add references for other next researchers having the same problem as the writer's.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing Ability

Ability is a crucial factor in writing process because in writing process, the students not only know about the meaning of the sentence but also know about how to make a good sentence. According to Bruce Garrison, “You write because you want to pass along facts and other information to others. You write to share what you have learned. You write to tell stories. Readers learn from you. They are entertained. They are thrilled. They are saddened. They become informed. People react to what you have to say in print. At the same time, you have a tremendous responsibility to be accurate, concise, timely, and responsible. You also have to know how to express yourself. This basic communication skill is your starting point in feature writing for the news media. You have to have the interest and you have to have writing ability”.¹ In short, writing ability is an ability of someone in expressing his/herself by giving written information so this can be read and learned by other people.

Writing is one of the language skills. Writing can be defined as the way of expressing ideas through written forms. Hughey et al states that

¹ Bruce Garrison, *Feature Writing:Fourth Edition*,(New York: Laurence Erlbaum Associates, 2004). p. 6

writing is essential form of communication because through writing, we can express our feelings, hopes, dreams, and joy as well as our fears, angers, and frustrations.² Also, Bell and Burnaby in Nunan state that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.³ The similar idea is defined by Syafi'i that writing is a process of generating language and communicating.⁴

Writing can be viewed into two main aspects; they are writing as a process and writing as a product.

Nunan States that there are two different views about nature of the writing; the first is product approach and the second is process approach. The product approach focuses on the end of the result of the act of composition and the process approach focuses on the means whereby the completed text was created as on the as the end of product itself.⁵

In addition, Flower in Hughey et al says that writing is a problem solving of a way of processing to attain goal.⁶ Also, Comprone in Hughey et al states writing is a transcription of the process of composing ideas; it is not the product of thought but it is actualization and dramatization.⁷

Writing is the complex process because writing cannot just be mentioned

²Jane B. Hughey, et al, *Teaching ESL Composition Principles and Techniques*, (Massachussetts: Newbury House Publisher, 1983), p. 33

³ David Nunan, *Designing Task for Communicative Classroom*, (Cambridge: Cambridge University Press, 1989), p. 35

⁴ M. Syafii S, *From Paragraph to a Research Report*, (Pekanbaru: LBSI, 2011), p.161

⁵David Nunan, *Designing Task for Communicative Classroom*, (Cambridge: Cambridge University Press, 1989), p.36

⁶Jane B. Hughey, et al, *Teaching ESL Composition Principles and Techniques*, (Massachussetts: Newbury House Publisher, 1983), p. 38

⁷ ibid

as the written work but it is more about the process, procedure, and steps in resulting that written work.

Writing is a medium of communication. As what is stated before, by writing, a person can express his/her feeling that is called the way of communication. According to Peha, writing is the communication of content for a purpose to an audience.⁸ In accordance of the theory, there are three key words; *content*, *purpose*, and *audience*. These mean that:

- a. Content (main idea + key detail). The content of a piece is what the writer wants to say. There are two parts of content: the *main idea*, the one of the most important thing the author wants you to know; and the *key detail*, the additional information that supports and explains the main idea.
- b. Purposes (think + do). The purpose of piece is why the writer wrote it. The writers want their readers to *think* something after they've finished reading. Sometimes, they want their readers to *do* something too.
- c. Audience (people + questions). The audience for a piece is who the writer writes to. The writer chooses the subject and the methods of presenting material according to who will read the finished product.⁹ We always write to people. Sometimes it's a specific person, sometimes it's a group of people. And people always have questions they want you to answer. So, you can

⁸ Steve Peha, "The Writing Teacher's Strategy Guide", *Teaching That Makes Sense*, (1995-2010), p. 8

⁹ Joy M. Reid, *The Process of Composition*, (New Jersey: Prentice Hall. Inc, 1988), p. 2

think of the audience as the *people* you are writing to and the *questions* they have about your topic.

2. The Aspects of Writing

Writing is a complex process, writing itself has several aspects related to performance in writing. According to J. D. Brown in H. D. Brown in Syafi'i, there are six general aspects of writing,¹⁰ those are:

- a. Content
 - 1) Thesis statement
 - 2) Related ideas
 - 3) Development of ideas through personal experience, illustration, facts, opinion
 - 4) Use of description, cause/effect, comparison/contrast
 - 5) Consistent focus
- b. Organization
 - 1) Effectiveness of introduction
 - 2) Logical sequence of ideas
 - 3) Conclusion
 - 4) Appropriate length
- c. Discourse
 - 1) Topic sentence
 - 2) Logical sequence of ideas
 - 3) Transition

¹⁰ M. Syafi'i S, *From Paragraph to a Research Report*, (Pekanbaru: LBSI, 2011), p. 165

- 4) Discourse markers
- 5) Cohesion
- 6) Rhetorical conventions
- 7) Reference
- 8) Fluency
- 9) Economy
- 10) Variation
- d. Syntax
- e. Vocabulary
- f. Mechanics
 - 1) Spelling
 - 2) Punctuation
 - 3) Citation of reference
 - 4) Neatness and appearance

3. The Roles of the Students in Writing Process

In English learning, mainly in writing, students have the very important roles because the students are the people doing the writing activity in the classroom. As the writers, the students should have the ability to write because writing activity needs the seriousness and the activeness of the writers. According to Jane B Hughey et al, “the student-writer needs to be actively engaged in writing process. Therefore, the

student takes an active approach to the learning task and the student-writer writes”.¹¹

The students do not just have to be active, but also responsible in their writing. The students should be able to explore their own ability and keep developing their selves in writing ability. Louis T. Milic in Jane B Hughey says that a student who is not writing cannot improve.¹² Also, according to Jane B hughey, in concert of their active participation, student-writer takes responsibility for their own learning. Students, who will succeed in developing their writing abilities, have a sense of adventure, a willingness to explore for them, and beyond the formalized learning setting.¹³

4. Roles of Teacher in Writing Process

Teacher also has the very important roles in the class of writing. According to Harmer, the ones of the teacher importance in the classroom are as follows:¹⁴

- a. Motivator: one of our principle roles in writing task will motivate the students, creating the right condition for the generation of the ideas, persuading them of usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

¹¹ Jane B. Hughey, et al, *Teaching ESL Composition Principles and Techniques*, (Massachussetts: Newbury House Publisher, 1983), p. 50

¹² ibid

¹³ ibid

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman), p. 261

- b. Resource: especially during more extended writing task, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progress, offering advice and suggestions in a constructive and tactful way.
- c. Feedback Provider: giving feedback on writing tasks demands special care. Teacher should respond positively and encouragingly to the content of what the students have written.

It can be understood that, in writing process the teacher bears the important responsibility as long as the writing process is in the progress. It begins from giving motivation to write; then becoming information supplier is always ready to offer advice, suggestion and give additional information; also responding students writing positively and encouragingly

5. The Nature of Narrative Text

a. Definition of Narrative Text

Based on Alice Savage and Patricia Mayer, A narrative is a story. It has an introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome.¹⁵

The other definition, Narration is story writing. When you write a narrative paragraph, you write events in the order that they

¹⁵ Alice Savage And Patricia Mayer, *Effective Academic Writing 2: The Sort Essay*, (New York: Oxford University press, 2005), p. 58

happen. In other words, you use time in order to organize your sentence.¹⁶

Based on *Th.M. Sudarwati And Eudia Grace*, Narrative is the text that has purpose to amuse or entertain and to deal with actual/imaginative experience in different ways.¹⁷

A narrative is a constructive format (as a work of speech, writing, song, film, television, video games, photography or theatre) that describes a sequence of non-fictional or fictional events. The word is derived from the Latin verb *narrare*, "to recount", and is related to the adjective *gnarus*, "knowing" or "skilled".¹⁸

In brief, narrative writing refers to story writing which is organized based on what really happen in the story. It is written in particular temporal sequences that have purpose to entertain, to amuse, to motivate, and to give lesson for the readers.

b. Purpose of Narrative Text

Based on *Th.M. Sudarwati and Eudia Grace*, the purpose of narrative text is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn a resolution.

c. Text Organization of Narrative Text

1) Orientation

¹⁶ Alice Oshima and Ann Hogue, *Introduction to academic writing: Third Edition*, (United States of America: Pearson Education Inc, 2007), p. 24

¹⁷ Th. M. Sudarwati and Eudia Grace, *LOOK AHEAD An English Course: for senior high school students year XI*, (Jakarta: Erlangga, 2006), p.74

¹⁸ Wikipedia, "Narrative", (13 July 2012)

Set the scene: where and when the story happened, introduces the participants of the story

2) Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic)

4) Re-orientation

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

d. Languages Features

1) Nouns: Travelers, bundles, tree, road, etc.

2) Pronouns: they, their, its, it, etc.

3) Noun phrases: the dusty and rough road, a big old tree, etc.

4) Time connectives and conjunctions: one day, a week, later, than, a long, long time ago, when, etc.

5) Adverbs adverbial phrases: angrily, in borrow, etc.

6) Material processes (action verbs): arrived, ate, went, etc.

7) Verbal processes (saying verbs): asked.¹⁹

¹⁹ Th. M. Sudarwati and Eudia Grace, *LOOK AHEAD: An English Course: for senior high school students year XI*, (Jakarta: Erlangga, 2006), p.154

6. The Nature of Movie as a Teaching Media

a. Definition of Movie

A movie or motion picture is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of filmmaking has developed into an art form and industry.²⁰

Movies, also known as films, are a type of visualcommunication which use movingpictures and sound to tell stories or inform (help people to learn about new ideas). People in every part of the world watch movies as a type of entertainment, a way to have fun. Fun for some people can mean laughing, while for others it can mean crying, or feeling afraid. Most movies are made so that they can be shown on big screens at cinemas or movie theatres. After movies are shown on cinema screens for a period of time (ranging from a few weeks to several months), movies are shown on pay television or cable television, and sold or rented on DVD disks or videocassette tapes, so that people can watch the movies at home. Later, movies are shown on television stations.²¹ In addition, movies are media of communication using moving, picture and sound to talk story or information to help people learning about ideas.

²⁰Wikipedia, "Movie", (13 July 2012)

²¹Simple.Wikipedia, "Movie", (13 July 2012)

b. Movie Genres

Based on Teaching with Movies: A Guide for Parents and Educators, The genres of movie are:

- 1) Action (Disaster): Stories whose central struggle plays out mainly through a clash of physical forces.
- 2) Adventure: Stories whose central struggle plays out mainly through encounters with new “worlds.”
- 3) Comedy: Stories whose central struggle causes hilarious results.
- 4) Coming-of-Age Drama: Stories whose central struggle is about the hero finding his or her place in the world.
- 5) Crime: Stories whose central struggle is about catching a criminal.
- 6) Detective Story/Courtroom Drama: Stories whose central struggle is to find out what really happened to expose the truth.
- 7) Epic/Myth: Stories whose central struggle plays out in the midst of a clash of great forces or in the sweep of great historical change.
- 8) Fantasy: Stories that are animated, or whose central struggle plays out in two worlds — the “real” world and an imaginary world.

- 9) Gangster: Stories whose central struggle is between a criminal and society.
- 10) Horror: Stories whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human).
- 11) Love (Romance): Stories whose central struggle is between two people who each want to win or keep the love of the other.
- 12) Science Fiction: Stories whose central struggle is generated from the technology and tools of a scientifically imaginable world.
- 13) Social Drama: Stories whose central struggle is between a champion and a problem or injustice in society. Usually the champion has a personal stake in the outcome of the struggle.
- 14) Thriller: Stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her.²²

7. The Nature of Folktale Movie as a Teaching Media

a. Definition of Folktale Movie

Folktale is a general term for different varieties of traditional narrative. The telling of stories appears to be a cultural universal, common to basic and complex societies alike. Even the forms folktales

²²*Teaching with Movies: A Guide for Parents and Educators*, (The F.I.L.M. Project, 2005). Pp. 11

take are certainly similar from culture to culture, and comparative studies of themes and narrative ways have been successful in showing these relationships. Also it is considered to be an oral tale to be told for everybody.²³

A movie or motion picture is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of filmmaking has developed into an art form and industry.²⁴ Based on the definition the writer concludes, folktale movie is a series of moving image that tell about folk story.

Folktale movie is one of the media used in teaching and learning process. Based on Claire L. Malarte-Feldman, folktales have been adapted for a variety of genres and media, including theatre, cartoons and comics, illustrations, animation, film and video, poetry, television, the graphic novel, and so on.²⁵ It means the folktale movie is a popular thing that will be used as a teaching media. Many people like watching movie and sometimes the movie make them join in the situation of the events of the movie, it makes them remember and understand about the story talking about and if we use the story in teaching and learning process it can make the students more interested in studying especially in teaching narrative.

²³Wikipedia, "Folklore", (13July 2012)

²⁴Wikipedia, "Movie", (13July 2012)

²⁵ Donald Haase, *The Greenwood Encyclopedia of Folktales and Fairy Tales, Volumes 1–3*, (United States of America: Greenwood Press, 2008). p. 2

Folktale movie has been one of the most popular teaching media because it can give combination between the cultural tradition of folk life and modern sounding visualization presented as source of idea in studying English. It is not just popular because of its appearance but also it can make the students watch this involved in the situation of events in the movie. Consequently, it can make the students understand more about the material.

b. Types of Folktales

Based on Tina L. Hanlon, types of folktales are:

- 1) Marchen/Fairytales – set in an unreal world, without locality; no definite characters; filled with magic. Humble heroes kill adversaries, succeed to kingdoms, and marry princesses. Ex: Cinderella, The Sleeping Beauty, Snow White, Jack and the Beanstalk.
- 2) Animal/Talking Beast Stories – not fables (which are didactic and moralistic); animals are the main characters; animals may demonstrate a simple lesson about human nature; little or no magic. Ex: The Bremen Town Musicians, Puss in Boots, The Three Little Pigs, The Three Billy Goats Gruff.
- 3) Cumulative Tale – successive incidents with repetition; little magic; simple or absent conflict. Ex: The Old Woman

and Her Pig, The Farmer in the Dell, The House that Jack Built, The Gingerbread Man.

- 4) Drolls – stories of numskulls and simpletons; give examples of outrageous stupidity; full of exaggerated nonsense. Ex: Jack stories, The Three Sillies, The Husband Who Was to Mind the House.
- 5) Stories of the Real and Practical World – characters, plots, and settings that are possible; little exaggeration; no magic involved. Ex: Bluebeard.
- 6) Porquoi Stories –explain how or why something is the way it is today; often have animals as main characters. Ex: Why the Chipmunk’s Back is Striped, Why Rabbit has a Short Tale, Just So Stories (literary pourquoi tales).
- 7) Literary Fairy Tale or Art Fairy Tale – a specific author who retells traditional tales from a personal perspective and/or creates her/his own original stories using folklore motifs; uses more poetic language; fashions characters who develop and change; introduces literary devices. Some who did this were Hans Christian Anderson (“The Little Mermaid”, “The Ugly Duckling”, & “The Princess and the Pea”), Howard Pyle, Carl Sandburg, & Isaac Bashevis Singer (“The Devil’s Trick”). This has become HUGE in

YA lit today. Ex: Robin McKinley, Donna Jo Napoli, and Gail Carson Levine.

- 8) Trickster Tales – usually about animals who trick other animals; the trickster usually wins due to his cleverness and some kind of character flaw of his victim. Ex: Brer Rabbit, Anansi.
- 9) Tall Tales – about people who supposedly really lived and places which really exist; protagonists perform superhuman deeds; especially popular in and often associated with the United States. Ex. Pecos Bill, Paul Bunyan, Davy Crockett, John Henry.²⁶

8. The Function of Folktale Movie on Students' Ability in Writing Narrative Text

According to Floriasti, Movie gives extra help to the learners in writing narrative texts. They find it enjoyable and fun while and after watching the movies. This condition supports them to start writing. Watching movies can reduce the number of grammatical errors and increase the quality of the writing content. It is because movies give them much inspiration for what to write and how to write.

²⁶Getemreading., "Typesof Folktales", (13 July 2012)

Also, It is expected that displaying movies in the class will give many benefits to students not only for fixing the content and grammar of the writing but also for improving and mastering the vocabulary.²⁷

Based on the study of Lusiana, From the finding's analysis and interpretations, the writer can safely draw some conclusion. First, animated film in teaching writing has been proven to have an influence on students' narrative writing. This result was encouraged statistically by t-test calculation in post-test scores which shows that the null hypothesis was rejected. The significant value (0,00) is less than the level of significance (0,05). Furthermore, based on students' writing product, it can be seen that students' understanding of elements within narrative writing such as generic structure were improved²⁸.

Based on the information above, movie is very effective teaching medium in improving students' ability in writing narrative text because using it can improve the quality of writing content, mastering the vocabulary, students' understanding about narrative generic structure. In addition, all kinds of improvement stated are the main aspect of writing ability.

²⁷Tri Wahyuni Floriasti, *Tradisi: Jurnal Seni dan Budaya*, (Yogyakarta: Asosiasi Pendidikan Seni(APSI), vol. 1, No. 2, Februari 2011). p, 14

²⁸Lela Lusiana, *THE EFFECTIVENESS OF USING ANIMATED FILM IN TEACHING WRITING NARRATIVE TEXT* (An Experimental Study in the Second Grade Students of Senior High School), (Bandung: Pendidikan Bahasa Inggris, FPBS, Kiemtafsirah, 2008).

B. The Relevant Research

One of the important researches to be scrutinized related to my research is a research conducted by Retno Ayu Murwani Puspitasari in 2006/2007 entitled **“The Use of Animation Movies for Developing Students’ Writing Skill Of Narrative Texts a Case Study of Teaching English At Eleventh Grade Students of SMAN 10 Semarang in the Academic Year of 2006/2007”**. She tried to find out advantages animation movie in students’ skill in writing narrative text. The result of the tests shows that the students’ scores in the writing draft I were 64, 3%. It means that the test was not successful. On the other hand, in the writing of the revision II, the students’ achievement reached 72, 9%. It means that the test was successful.²⁹ It means that, animation movie is good for developing students’ writing skill of narrative text.

The research was conducted by Lela Lusiana in 2008 entitled **“*The Effectiveness of Using Animated Film in Teaching Writing Narrative Text*”** that was proposed to investigate the effectiveness of teaching writing narrative text by using animated film for tenth grade students of senior high school. After receiving the different treatment, the two groups got the different results. The post-test mean score of the experimental group was 62.65 while the mean score of the control group was only 53.15. The significant difference

²⁹Retno Ayu Murwani Puspitasari, *The Use of Animation Movies For Developing Students’ Writing Skill Of Narrative Text A Case Study of Teaching English At Eleventh Grade Students Of SMAN 10 Semarang In The Academic Year of 2006/2007*, (Semarang: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, UNNES. Prof, Dr, Rustono).

between two groups showed that the use of animation film in teaching narrative text was effective. The conclusion taken from the research is that animation film gives contribution in teaching writing narrative text to the tenth grade students of Senior High School.³⁰It means that, animation film is effective for teaching students in writing narrative text.

Other research was conducted by Tini Suhartini in 2010 entitled “***THE USE OF FILM TRAILER IN TEACHING WRITING NARRATIVE TEXT***”. The calculation of the dependent t-test on the control group shows that the mean in post-test is higher than the mean on pre-test score ($5.45 < 3.70$). In addition, it is found that the t_{obt} is higher than t_{crit} ($-4.413 > 2.093$) which means there is a significant difference in score of the control group before and after getting the materials from textbook. Yet, the obtained mean of the control group in post-test is lower if it is compared to mean of the experimental group ($7.85 < 5.45$). The analysis showed that film trailers can improve the students’ writing ability in writing narrative text than textbook materials.³¹It means that, the use of film trailer is good to improve the students’ writing skills in writing narrative text.

Based on the researchers above, the writer will use Folktale Movie On Students’ ability In Writing Narrative Text At The Second Year Of State Islamic Senior High School Tembilahan Indragiri Hilir Regency.

³⁰ Lela Lusiana, *THE EFFECTIVENESS OF USING ANIMATED FILM IN TEACHING WRITING NARRATIVE TEXT* (An Experimental Study in the Second Grade Students of Senior High School), (Bandung: Pendidikan Bahasa Inggris, FPBS, Kiemtafsirah, 2008).

³¹ Tini Suhartini, *THE USE OF FILM TRAILER IN TEACHING WRITING NARRATIVE TEXT*, (Bandung: Pendidikan Bahasa Inggris, FPBS, Didi Suherdi, 2010).

C. Operational Concept

Operational concept is the concept used to give limitation to the theoretical frame work in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify the variable use in analysing the data. In this research, there are two variables; they are (1) using folktale movie as X variable and (2) Students ability in writing narrative text as Y variable. Because this research is experimental research, the writer will divide the classes into two classes, experimental class and control class.

The data will be taken by using test (pre-test and post-test). The writer as the researcher in this case will do the research to the samples separated into two classes. The experimental class will be treated with folktale movie and the control class will be taught by using ordinary way by their teacher. However, the test that will be given is the same between both classes; the difference is only on the treatment which will be given. The treatment will be used for the students' ability in writing Narrative text.

To operate investigation on the variable, the research will work based on the following indicators:

1. The Procedures of Using Folktale Movie (Variable X)

According to Stempski in Richard and Renandya, there are three stages to apply the video/movie in language class³², including:

³² Jack C. Richard, and Willy A. Renandya, *Methodology In Language Teaching*, (USA: Cambridge University Press, 2002), p. 364

- 1) The teacher prepares the students to watch the video/movie by tapping/review their background knowledge about the movie that want the teacher is used, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.
- 2) The teacher primarily facilitates the actual viewing of video/movie. They involve playing and replaying the entire sequence or relevant parts.
- 3) The teacher requires students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first.
- 4) The teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.
- 5) The teacher requires students to react to the video/movie or to practice some particular language points. The range of post viewing activities is enormous; in this term is writing activity.

2. Indicators of Students' Ability in Writing Narrative Text (Variable Y)

- a. The students are able to write the content.
- b. The students are able to make a good orientation.
- c. The students are able to make a good complication.
- d. The students are able to make a good resolution.
- e. The students are able to use suitable vocabularies.
- f. The students are able to use action verb.

- g. The students are able to use temporal connection.
- h. The students are able to use past tense
- i. The students are able to spelling words.
- j. The students are able to use punctuation.³³

D. The Assumption and Hypothesis

1. Assumption

English writing had been studied at the second year students of the first semester of State Islamic Senior High School Tembilahan either in experimental class or in control class. Thus, it is assumed that the second year students of the second semester of State Islamic Senior High School Tembilahan are able to write narrative text. In this research, the writer assumes that both students in experimental class and control class have different ability in narrative text.

2. Hypotheses

H₀: There is no significant difference of using folktale movie on students' ability in writing narrative text at the second year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency

H_a : There is significant difference of using folktale movie on students' ability in writing narrative text at the second year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency

³³M. Syafii S, *From Paragraph to a Research Report*, (Pekanbaru: LBSI, 2011), p.165

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research was quasi experimental research which is intended to find out the different of students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without folktale movie. The experimental research is the only type of research that can test hypotheses to establish cause-and-effect relationship.¹ Also, the experimental research design is a research in which the investigator determines whether and activity or materials made a difference in result for participant.² In this research, there were two variables; the independent variable (X) was the use of folktale movie and the dependent variable (Y) was students' ability in writing narrative text.

Table III.1
Difference Between Control and Experimental Group

O ₁	X	O ₂
O ₃	-	O ₄

Where:

O₁= pre-test of experimental class

O₂= post-test of experimental class

O₃= pre-test of control class

O₄= post-test of control class

¹ L.R. Gay and Peter Airasian, *Educational Research*, (New Jersey: Pearson Education, 2000), p. 367

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education. 2008), P. 60

X = treatment for experimental class³

B. Location and Time of the Research

In accordance with the background of the problem that had been explained before, this research was conducted at the second year students of State Islamic Senior High School Tembilahan Indragiri Hilir Regency. This research began on May to June 2012.

C. The Object and Subject of the Research

The object of this research was the effect of using folktale movie in improving students' writing skill in narrative text. In this research, the writer used eight different Folktale movies consisting kinds of story in each movies; the tittle of the Movies are as follows:

1. *MalinKundang*
2. *TimunEmas*
3. *KeongEmas*
4. *Snow White*
5. *Cinderella*
6. *Beauty and The Beast*
7. *BawangPutihBawangMerah*
8. *The Emperor's New Clothes*

The subject of this research was the second semester of the second year students of State Islamic Senior High School Tembilahan Indragiri Hilir in the academic year 2011/2012.

³Donald T. Campbell, *Experimental And Quasi-Experimental Designs For Research*, (U.S.A: Houghton Mifflin Company , 1963) p.47

D. The Population and the Sample of the Research

The population of this research was the second year students of State Islamic Senior High School Tembilahan Indragiri Hilir Regency in the academic year of 2011/2012. The writer used two classes as samples of this research by using Cluster Sampling; it is a sampling technique involving some groups integrated on the clusters and the sample is taken randomly⁴. The samples taken were 64 students; they were class XI IPA 3 and XI IPA 4. The detail of the sample is as follows:

Table III.2
The Population and the Sample of the Research

NO	Class	Students			Sample
		Male	Female	Total	
1	XI.IPS-1	14	27	41	Sample
2	XI.IPS-2	16	25	41	
3	XI.IPS-3	14	27	41	
4	XI.IPS-4	19	22	41	
5	XI.IPA-1	11	22	33	
6	XI.IPA-2	11	23	34	
7	XI.IPA-3	10	24	34	
8	XI.IPA-4	14	20	34	
9	XI.MAK-1	18	15	33	
10	XI.MAK-2	18	15	33	
	Population	145	221	366	

⁴Hartono, *Metode Penelitian*, (Pekanbaru: Zanafa, 2011), p. 52

Based on the table above, all the population were 366 students including 145 male students and 221 female students. The sample taken was 68 students. 34 students were in experimental group including 14 male students and 20 female students. 34 students were in control group including 10 male students and 14 female students. The samples were taken randomly by using lottery.

E. Data Collection Technique

1. Test

The test would be used to collect the data about the students' ability in writing narrative text. The test would be divided into pre-test and post-test. Pre-test would be given to the students before treating them. Post-test would be given after treating the students by using folktale movie. The form of the test was writing narrative text.

2. Observation

An observation is the current status of a phenomenon determined by observing⁵. Suharsimi says that there are two types of observation; systematic and non-systematic observation⁶. In this research, the observation was the systematic observation. The observation was used to get the clear data about the implementation of folktale movie in teaching writing. It was done by the English teacher as the observer by using observation list.

⁵L.R Gay and Peter Airasian. *Educational Research: competencies for analysis and application sixth edition*. (New Jersey: Prentice hall, 2000), p.294

⁶Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktik*. (Jakarta: PT. Asdi Mahasatya. 2006), p. 157

F. Data Analysis Technique

To get information about students' ability in writing narrative measured by using pre-test and post-test, the writer would use T-test formula for analysis as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$$

where

\bar{X}_1 is the mean for sample 1

\bar{X}_2 is the mean for sample 2

$s_{\bar{X}_1 - \bar{X}_2}$ is the standard error of the difference between the means

$$s_{\bar{X}_1 - \bar{X}_2} = \sqrt{s_{\bar{X}_1}^2 + s_{\bar{X}_2}^2}$$

$s_{\bar{X}_1}$ is the standard error of the mean for the first sample

$s_{\bar{X}_2}$ is the standard error of the mean for the second sample ⁷

Then, the writer would consult the value of t-observe with degree of freedom:

$$df = (N_1 + N_2) - 2$$

⁷ Timothy C. Urdan, *Statistic in Plain English: Third Edition*, (New York: Santa Clara University, 2011), p. 95

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Description

The purpose of this research was to know how was the students' ability after being taught by using conventional strategy (three-phased technique) in writing narrative text, to know how was the students' ability after being taught by using folktale movie in writing narrative text, and to obtain whether there was a significant difference of students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie. The research procedures are as follows:

1. The writer gave pre-questionnaire for both experimental and control class.
2. The writer gave treatments for at least eight meetings by using folktale movie for the experimental class and three-phased technique for the control class.
3. The writer gave post-questionnaire for both experimental and control class to find out the difference of students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie.

B. Data Presentation

In this research, there were two data presentation presented by the writer. They were data consisting information about implementation of folktale movie in teaching narrative writing gathered by using observation list. The data also consisted of information of students' ability in writing narrative text gathered by using pre-questionnaire and post-questionnaire.

1. The Observation Data of Using Folktale Movie in Teaching Narrative Writing

In order to present the data about the implementation of Folktale movie in Teaching Narrative writing in experimental class, the writer had collected eight observations for eight meetings in experimental group. The following table describes about the frequency of each items becoming the indicators of using folktale movie in teaching narrative writing on experimental group:

Table IV.1**1. The Recapitulation of Observation Data on Experimental Group**

NO	INDICATORS	FREQUENCY			
		YES		NO	
		N	P	N	P
1	The teacher prepares the students to watch the video/movie by tapping/review their background knowledge about the movie that want the teacher is used, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.	8	100%	0	0%
2	The teacher requires students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first.	4	50%	4	50%
3	The teacher primarily facilitates the actual viewing of video/movie. They involve playing and replaying the entire sequence or relevant parts.	8	100%	0	0%
4	The teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.	6	75%	2	25%
5	The teacher requires students to react to the video/movie or to practice some particular language point. The range of post-viewing activities is enormous; in this term is writing activity.	8	100%	0	0%
	TOTAL	34	85%	6	15%

The table above shows that the result of the observation about the use of folktale movie on experimental group indicates the frequency of answers “yes” and “no”. The first indicator, the teacher prepares the students to watch the video/movie by tapping/review their background knowledge about the movie that

want the teacher is used, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary. The result is the teacher does it “yes” 8 times or 100% and “no” never. Second indicator, the teacher requires students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first. The result is the teacher does it “yes” 4 times or 50% and “no” 4 times or 50%. The third indicator, the teacher primarily facilitates the actual viewing of video/movie. They involve playing and replaying the entire sequence or relevant parts. The result is the teacher does it “yes” 8 times or 100% and “no” never. The fourth indicator, the teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used. The result is the teacher does it “yes” 6 times or 75% and “no” 2 times or 25%. The last indicator, the teacher requires students to react to the video/movie or to practice some particular language point. The range of post-viewing activities is enormous; in this term is writing activity. The result is the teacher does it “yes” 8 times or 100% and “no” never. The result of the observation about the use of folktale movie on experimental group indicates the frequency of answers “yes”, 34 or 85% and the frequency of answers “no” is 6 or 15%. The lowest frequency is the second indicator and the highest frequencies are the first, third, and fifth indicator.

2. Data of The Test

a. Students' writing score on pre-test and post-test

1) Control Class

Students' ability in writing narrative text in control class that giving conventional technique can be seen as the following table.

TABLE IV.2
THE STUDENTS' SCORE IN CONTROL CLASS

No	Students	CONTROL CLASS	
		Pre-test	Post-test
1	S1	73	88
2	S2	65	58
3	S3	55	70
4	S4	53	80
5	S5	53	68
6	S6	58	78
7	S7	95	53
8	S8	53	88
9	S9	75	58
10	S10	65	60
11	S11	70	53
12	S12	68	53
13	S13	90	65
14	S14	55	83
15	S15	68	93
16	S16	98	85
17	S17	53	55
18	S18	70	75
19	S19	68	75
20	S20	55	58
21	S21	80	65
22	S22	78	68
23	S23	53	68
24	S24	70	45
25	S25	70	68
26	S26	73	80
27	S27	68	78
28	S28	53	78
29	S29	65	78
30	S30	76	90
31	S31	73	78
32	S32	78	70
33	S33	90	83
34	S34	80	83
Total		2.340	2.418
Mean		69	71

Based on the table of writing components of students' writing ability at control class above, the total score of pre-test is 2.340, and the mean score is 69, that the highest score is 98 and the

lowest score is 53. The total score of post-test is 2.418, and the mean score is 71, that the highest score is 93 and the lowest score is 45.

2) Experimental Class

Students' ability in writing narrative text in experimental class that using folktale movie can be seen as the following table.

TABLE IV.3

THE STUDENTS' SCORE IN EXPERIMENTAL CLASS

NO	STUDENTS	EXPERIMENTAL CLASS	
		Pre-test	Post-test
1	S1	60	95
2	S2	60	88
3	S3	53	88
4	S4	80	93
5	S5	68	95
6	S6	53	95
7	S7	65	88
8	S8	75	88
9	S9	53	93
10	S10	65	83
11	S11	60	85
12	S12	55	85
13	S13	88	95
14	S14	70	95
15	S15	75	80
16	S16	63	88
17	S17	75	90
18	S18	83	78
19	S19	70	95
20	S20	78	93
21	S21	70	88
22	S22	53	80
23	S23	65	90
24	S24	53	83
25	S25	88	85
26	S26	65	83
27	S27	95	95
28	S28	63	78
29	S29	58	78
30	S30	90	93
31	S31	73	90
32	S32	80	70
33	S33	63	90
34	S34	80	83
TOTAL		2.338	2.968
MEAN		69	87

Based on the table of writing components of students' writing ability at experimental class above, the total score of pre-test is 2.338, and the mean score is 69, that the highest score is 95 and the lowest score is 53. The total score of post-test is 2.968, and the mean score is 87, that the highest score is 95 and the lowest score is 88.

3) The Difference of Pre-test Post-test Score between Control and Experimental Class

Table IV.4
The students' Pre-test Post-test Score between Control and Experimental Class

NO	Students	Control Class		Experimental Class	
		Pre-test	Post-test	Pre-test	Post-test
1	S1	73	88	60	95
2	S2	65	58	60	88
3	S3	55	70	53	88
4	S4	53	80	80	93
5	S5	53	68	68	95
6	S6	58	78	53	95
7	S7	95	53	65	88
8	S8	53	88	75	88
9	S9	75	58	53	93
10	S10	65	60	65	83
11	S11	70	53	60	85
12	S12	68	53	55	85
13	S13	90	65	88	95
14	S14	55	83	70	95
15	S15	68	93	75	80
16	S16	98	85	63	88
17	S17	53	55	75	90
18	S18	70	75	83	78
19	S19	68	75	70	95
20	S20	55	58	78	93
21	S21	80	65	70	88
22	S22	78	68	53	80
23	S23	53	68	65	90
24	S24	70	45	53	83
25	S25	70	68	88	85
26	S26	73	80	65	83
27	S27	68	78	95	95
28	S28	53	78	63	78
29	S29	65	78	58	78
30	S30	76	90	90	93
31	S31	73	78	73	90
32	S32	78	70	80	70
33	S33	90	83	63	90
34	S34	80	83	80	83
TOTAL		2.340	2.418	2.338	2.968
MEAN		69	71	69	87

The table shows the comparison between students' ability in writing narrative text in control class and experimental class. The result of the score is conducted by the pre-test post-test and the forms of the test for both of the class are same. The first, in control class, the total score of pre-test is 2.340, and the mean score is 69, that the highest score is 98 and the lowest score is 53. The total score of post-test is 2.418, and the mean score is 71, that the highest score is 93 and the lowest score is 45. The second, in experimental class, the total score of pre-test is 2.338, and the mean score is 69, that the highest score is 95 and the lowest score is 53. The total score of post-test is 2.968, and the mean score is 87, that the highest score is 95 and the lowest score is 88.

C. The Reliability and Validity

In this research, writer used content validity by referring to the indicators of writing ability in curriculum. According to Setiadi, in creating final test of English, content validity is related to how far the items in the test are based on curriculum used.¹

The writer did not use reliability in creating the test because it had been valid. According Setiadi, an instrument that fulfil the element of validity already fulfils the element of reliability.²

¹Bambang Setiadi, *METODE PENELITIAN UNTUK PENGAJARAN BAHASA ASING: PENDEKATAN KUANTITATIF DAN KUALITATIF*, (Yogyakarta: Graha Ilmu, 2006), p. 23

²Ibid, p. 13

D. The Data Analysis

The data analysis presented the statistical result followed by the discussion about How students' ability in writing narrative text at the second year of MAN Tembilahan by using folktale movie is, How students' ability in writing narrative text at the second year of MAN Tembilahan without using folktale movie is, and the significant different of students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie at the second year students of MAN Tembilahan. The writer used t-Test to analyse the different of students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie at the second year of state Islamic senior high school tembilahan indragiri hilir regency.

**1. Students' Ability in Writing Narrative Text at the Second Year of MAN
Tembilahan by Using Folktale Movie**

TABLE IV.5

**THE STUDENTS' WRITING SCORE
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS**

No	Students	Pre-test	Post-test
		(X ₁)	(X ₂)
1	S1	60	95
2	S2	60	88
3	S3	53	88
4	S4	80	93
5	S5	68	95
6	S6	53	95
7	S7	65	88
8	S8	75	88
9	S9	53	93
10	S10	65	83
11	S11	60	85
12	S12	55	85
13	S13	88	95
14	S14	70	95
15	S15	75	80
16	S16	63	88
17	S17	75	90
18	S18	83	78
19	S19	70	95
20	S20	78	93
21	S21	70	88
22	S22	53	80
23	S23	65	90
24	S24	53	83
25	S25	88	85
26	S26	65	83
27	S27	95	95
28	S28	63	78
29	S29	58	78
30	S30	90	93
31	S31	73	90
32	S32	80	70
33	S33	63	90
34	S34	80	83
Total		2.338	2.968
Mean		69	87

Based on the table of the students' writing score at pre-test to post-test at experimental class above, the total score of pre-test is 2.338, and the

mean score is 69, that the highest score is 95 and the lowest score is 53. The total score of post-test is 2.968, and the mean score is 87, that the highest score is 95 and the lowest score is 88. The writer identifies the categories of students' score based on the following table:

TABLE IV.6

The Classification of Students' Score³

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, it can be seen the students' score in pre-test is 69, it means that the score of students in pre-test is **good**, after using treatment by using folktale movie, the students' score in post-test is 87, it means that the score of students in post-test is **very good**. So, the result after using folktale movie as media to teach students' ability in writing narrative text has increasing from **good** to **very good**.

³Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.2009.
p.245

**2. Students' Ability in Writing Narrative Text at the Second Year of MAN
Tembilahan without Using Folktale Movie**

TABLE IV.7
THE STUDENTS' WRITING SCORE
AT PRE-TEST TO POST-TEST AT CONTROL CLASS

No	Students	Pre-test	Post-test
		(X ₁)	(X ₂)
1	S1	73	88
2	S2	65	58
3	S3	55	70
4	S4	53	80
5	S5	53	68
6	S6	58	78
7	S7	95	53
8	S8	53	88
9	S9	75	58
10	S10	65	60
11	S11	70	53
12	S12	68	53
13	S13	90	65
14	S14	55	83
15	S15	68	93
16	S16	98	85
17	S17	53	55
18	S18	70	75
19	S19	68	75
20	S20	55	58
21	S21	80	65
22	S22	78	68
23	S23	53	68
24	S24	70	45
25	S25	70	68
26	S26	73	80
27	S27	68	78
28	S28	53	78
29	S29	65	78
30	S30	76	90
31	S31	73	78
32	S32	78	70
33	S33	90	83
34	S34	80	83
Total		2.340	2.418
Mean		69	71

Based on the table of the students' writing score at pre-test to post-test at control class above, the total score of pre-test is 2.340, and the mean score is 69, that the highest score is 98 and the lowest score is 53. The total

score of post-test is 2.418, and the mean score is 71, that the highest score is 93 and the lowest score is 45. The writer identifies the categories of students' score based on the following table:

TABLE IV.8

The Classification of Students' Score⁴

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, it can be seen the students' score in pre-test is 69, it means that the score of students in pre-test is **good**, after using conventional strategy (three-phased technique), the students' score in post-test is 71, it means that the score of students in post-test is **good**. So, the result after using conventional strategy (three-phased technique) to teach students' ability in writing narrative text does not increase or still in **good** category.

⁴Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.2009.
p.245

3. The Significant Different of Students' Ability in Writing Narrative Text between the Students who were Taught by Using Folktale Movie and those who were Taught without Using Folktale Movie

TABLE IV.9
STUDENTS' PRE TEST AND POST TEST OF EXPERIMENTAL AND CONTROL CLASS

NO	students	Control Class		Different Score(D)	Experimental Class		Different score(D)
		Pre-test	Post-test		Pre-test	Post-test	
1	S1	73	88	15	60	95	35
2	S2	65	58	-8	60	88	28
3	S3	55	70	15	53	88	35
4	S4	53	80	28	80	93	13
5	S5	53	68	15	68	95	28
6	S6	58	78	20	53	95	43
7	S7	95	53	-43	65	88	23
8	S8	53	88	35	75	88	13
9	S9	75	58	-18	53	93	40
10	S10	65	60	-5	65	83	18
11	S11	70	53	-18	60	85	25
12	S12	68	53	-15	55	85	30
13	S13	90	65	-25	88	95	8
14	S14	55	83	28	70	95	25
15	S15	68	93	25	75	80	5
16	S16	98	85	-13	63	88	25
17	S17	53	55	3	75	90	15
18	S18	70	75	5	83	78	-5
19	S19	68	75	8	70	95	25
20	S20	55	58	2	78	93	15
21	S21	80	65	-15	70	88	18
22	S22	78	68	-11	53	80	28
23	S23	53	68	15	65	90	25
24	S24	70	45	-25	53	83	30
25	S25	70	68	-3	88	85	-3
26	S26	73	80	8	65	83	18
27	S27	68	78	10	95	95	0
28	S28	53	78	25	63	78	15
29	S29	65	78	13	58	78	20
30	S30	76	90	14	90	93	3
31	S31	73	78	5	73	90	18
32	S32	78	70	-8	80	70	-10
33	S33	90	83	-8	63	90	28
34	S34	80	83	3	80	83	3
TOTAL		2.340	2.418	78	2.338	2.968	630
MEAN		69	71	2	69	87	19

Based on the table above, it is clear that students' ability in writing narrative text in experimental class was higher than the students' ability in control class. It can be seen by the computation that **19** is higher than **2** (**19 > 2**).

To analyse the data, the writer should find the way to get the score or the interval data of the dependent variable. As what was used by the previous researchers, the way to get the interval data of the dependent variable is by counting the different score (D) of the total score obtained in both pre-test and post-test. In addition, the mean was obtained by computing the different score (D). Based on the reason, the writer interpreted that the different score (D) is similar to score (X) in a normal data distribution.

Thus, by using Microsoft Excel, t-Test computation can be seen as follows:

Table IV. 10

Resume of t-Test

Class	N	Mean	Std. Deviation	Std. Error
Experimental	34	19	12.9	2.2
Control	34	2	17.7	3.0

The computation can be described as in the following steps:

a) Computing the value of t_0 is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$$

where

\bar{X}_1 is the mean for sample 1

\bar{X}_2 is the mean for sample 2

$s_{\bar{X}_1 - \bar{X}_2}$ is the standard error of the difference between the means

$$s_{\bar{X}_1 - \bar{X}_2} = \sqrt{s_{\bar{X}_1}^2 + s_{\bar{X}_2}^2}$$

$s_{\bar{X}_1}$ is the standard error of the mean for the first sample

$s_{\bar{X}_2}$ is the standard error of the mean for the second sample

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$$t_0 = \frac{19-2}{\sqrt{4.84+9}}$$

$$t_0 = \frac{17}{4.8}$$

$$t_0 = 3.54$$

b) Interpreting t_0 is as follows:

$$df = N_x + N_y - 2 = 34 + 34 - 2 = 66$$

$$df = 66, \text{ in the level of significance } 5\% = 2,00$$

$$\text{in the level of significance } 1\% = 2,66$$

With the following hypotheses:

If $t_0 \leq t_t$: H_0 is accepted and H_a is rejected

⁵Timothy C. Urdan, *Statistic in Plain English: Third Edition*, (New York: Santa Clara University, 2011), p. 95

If $t_o > t_t$: H_o is rejected and H_a is accepted

Based on the analysis above, t_o is 3.54 in which it is higher than t_t on the level of significance $1\% = 2,66$. It means that H_o is rejected and H_a is accepted. It can be concluded that there is significant different of students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie at the second year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Referring to the data analysis and data presentation explained at the chapter IV, finally the writer concludes the answers of the formulation of the problems:

1. Students' ability in writing narrative text by using folktale movie is drastically increasing. It can be seen from the students' score in pre-test is 69, it means that the score of students in pre-test is **good**, after using treatment by using folktale movie, the students' score in post-test is 87, it means that the score of students in post-test is **very good**. So, the result after using folktale movie as media to teach students' ability in writing narrative text has increasing from **good to very good**.
2. Students' ability in writing narrative text without using folktale movie does not increase. It can be seen from the students' score in pre-test is 69, it means that the score of students in pre-test is **good**, after using conventional strategy (three-phased technique), the students' score in post-test is 71, it means that the score of students in post-test is **good**. So, the result after using conventional strategy (three-phased technique) to teach students' ability in writing narrative text does not increase or still in **good** category.

3. From the analysis of t-Test formula, t_0 is 3.54 in which it is higher than t_t on the level of significance $1\% = 2,66$. It means that H_0 is rejected and H_a is accepted. It can be concluded that there is significant different of students' ability in writing narrative text between the students who were taught by using folktale movie and those who were taught without using folktale movie at the second year of State Islamic Senior High School Tembilahan Indragiri Hilir Regency.

B. The Suggestion

Pertaining on the research finding, the writer would like to give some suggestion to the teacher, students and the school.

1. In the teaching and learning process, the teacher should use various strategies that are suitable for the teaching material. In teaching writing, especially in writing narrative text, teacher should teach the students by using effective media like using folktale movie. The teacher should make the students involved in the learning process. The teacher should have the students write. By using folktale movie, the students will create their own writing based on information that they get from the movie. Therefore, the students will be easy to get idea in writing narrative text. So, it is better for the teacher to implement the folktale movie as media in his/her classroom. But, in implementing the folktale movies as media, it will be better if the teacher combine it with the other strategies.

2. For the students, they have to have hard effort to improve their writing ability. The students have to have practice. In writing, the students should know to whom they write, and in what form that their writing is good. The students should consider the information that they get from the folktale movie (introduction, problem, climax, problem solving, theme, and moral value) in their writing.
3. For the institution, it will be more effective if this strategy is implemented in the class that has completed facilities like loud speaker, projector and infocus in order that teaching and learning process is more efficient.

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